

FORK SHOALS ELEMENTARY

916 McKelvey Road
Pelzer, South Carolina 29669

GRADES K-5 Elementary School

ENROLLMENT 448 Students

PRINCIPAL David M. Johnstone 864-243-5680

SUPERINTENDENT Dr. William E. Harner 864-241-3456

BOARD CHAIR Tommie E. Reece 864-271-3619

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	52	8	1	0

IMPROVEMENT RATING:

GOOD

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

ADEQUATE YEARLY PROGRESS:

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

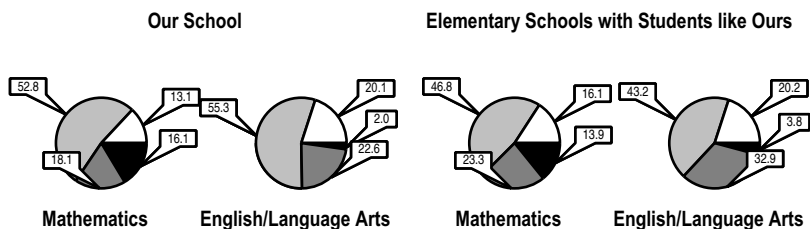
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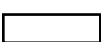
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PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Good	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	28	67	29
Percent satisfied with learning environment	100.0%	89.2%	92.9%
Percent satisfied with social and physical environment	100.0%	92.4%	80.8%
Percent satisfied with home-school relations	85.7%	89.6%	96.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	215	99.5	20.1	55.3	22.6	2.0	24.6	17.6
Gender								
Male	135	100.0	23.2	56.8	18.4	1.6	20.0	17.6
Female	80	98.8	14.9	52.7	29.7	2.7	32.4	17.6
Racial/Ethnic Group								
White	185	99.5	18.4	55.7	24.1	1.7	25.9	17.6
African-American	29	100.0	33.3	54.2	8.3	4.2	12.5	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	161	100.0	13.2	57.0	27.8	2.0	29.8	17.6
Disabled	54	98.1	41.7	50.0	6.3	2.1	8.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	215	99.5	20.1	55.3	22.6	2.0	24.6	17.6
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	214	99.5	19.7	55.6	22.7	2.0	24.7	17.6
Socio-Economic Status								
Subsidized meals	107	99.1	19.8	66.7	11.5	2.1	13.5	17.6
Full-pay meals	108	100.0	20.4	44.7	33.0	1.9	35.0	17.6

Mathematics								
All students	215	100.0	13.1	52.8	18.1	16.1	34.2	15.5
Gender								
Male	135	100.0	13.6	48.8	22.4	15.2	37.6	15.5
Female	80	100.0	12.2	59.5	10.8	17.6	28.4	15.5
Racial/Ethnic Group								
White	185	100.0	9.8	51.7	20.7	17.8	38.5	15.5
African-American	29	100.0	37.5	58.3	N/A	4.2	4.2	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	161	100.0	7.3	51.0	22.5	19.2	41.7	15.5
Disabled	54	100.0	31.3	58.3	4.2	6.3	10.4	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	215	100.0	13.1	52.8	18.1	16.1	34.2	15.5
English Proficiency								
Limited English proficient	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	214	100.0	13.1	52.5	18.2	16.2	34.3	15.5
Socio-Economic Status								
Subsidized meals	107	100.0	18.8	57.3	14.6	9.4	24.0	15.5
Full-pay meals	108	100.0	7.8	48.5	21.4	22.3	43.7	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	59	N/A	16.9	55.9	27.1	N/A	27.1
	Grade 4	74	N/A	21.6	48.6	28.4	1.4	29.7
	Grade 5	67	N/A	14.9	50.7	32.8	1.5	34.3
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	74	98.6	23.5	41.2	29.4	5.9	35.3
	Grade 4	67	100.0	10.0	65.0	25.0	N/A	25.0
	Grade 5	74	100.0	25.4	60.6	14.1	N/A	14.1
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	59	N/A	30.5	50.8	13.6	5.1	18.6
	Grade 4	74	N/A	14.9	52.7	17.6	14.9	32.4
	Grade 5	67	N/A	20.9	50.7	17.9	10.4	28.4
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	74	100.0	13.2	41.2	23.5	22.1	45.6
	Grade 4	67	100.0	10.0	56.7	13.3	20.0	33.3
	Grade 5	74	100.0	15.5	60.6	16.9	7.0	23.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 448)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	4.4%	Up from 2.9%	2.5%	2.4%
Attendance rate	96.0%	No change	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	17.3%	Down from 21.5%	20.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	13.7%	Down from 16.9%	7.5%	8.0%
Older than usual for grade	1.6%	Up from 0.2%	0.8%	1.1%
Suspended or expelled	0.2%	Down from 0.5%	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	54.5%	Up from 50.0%	52.0%	50.0%
Continuing contract teachers	81.8%	Up from 80.0%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.5%	Up from 87.7%	88.2%	86.2%
Teacher attendance rate	99.0%	Up from 98.4%	95.4%	95.3%
Average teacher salary	\$37,642	Up 2.3%	\$40,633	\$39,909
Prof. development days/teacher	14.6 days	Up from 12.8 days	10.7 days	11.4 days

School				
Principal's years at school	6.0	Up from 5.0	5.0	4.0
Student-teacher ratio	18.9 to 1	Up from 18.4 to 1	19.2 to 1	18.9 to 1
Prime instructional time	93.0%	Down from 93.5%	90.0%	89.7%
Dollars spent per pupil*	\$5,464	Up 4.6%	\$5,656	\$5,892
Percent spent on teacher salaries*	67.1%	Up from 64.1%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fork Shoals School has the very highest expectations for our students. Our School Improvement Council and Faculty Planning Teams have worked together to develop goals, strategies, and evaluation measures of our comprehensive school improvement plan.

The following is a summary of our areas of focus. We want students to demonstrate respect, be responsible, and use their education to act in their communities. We want to improve student communication skills. We want students to use multiple strategies to solve a variety of problems. We want to increase academic rigor and challenge students to create quality work.

We are in our 2nd year of a 21st Century Community Learning Centers grant that provides an extended-day program for 2nd-5th graders and a full-time mental health counselor. The grant also provides monthly performances by the Greenville Symphony. This grant, along with classroom and school wide initiatives to emphasize writing across the curriculum, increased rigor of math instruction, and evaluation of student work, has moved us toward achieving our goals.

Our goals are directly related to the district wide emphasis of raising the academic challenge and performance for each student. We measured these goals by evaluating student work and test scores and analyzing parent, student, and teacher surveys.

During the 2002-2003 school year we raised the academic performance and expectations for all of our students. Our teachers began the implementation of the International Baccalaureate Primary Years Program. A 21st Century Community Learning Centers grant provided help for 40 students in an extended-day program. Teachers committed to meet in Academic Assistance Teams and create problem-solving strategies that would help students reach their academic potential. First grade students worked with high school students to enhance reading, computer, and communication skills. Our parents and community logged over 21,000 volunteer hours.

Our next step at Fork Shoals is to continue to improve student achievement through inquiry- based teaching strategies. Fork Shoals will continue to implement the International Baccalaureate Primary Years Program during the 2003-2004 school year. This guided inquiry- based program combines high academic expectations and problem-solving skills. The program seeks to develop a more fully developed, culturally aware, and educationally empowered student. Teachers will continue to develop their plans of inquiry and attend staff development programs. Clearly, we are progressing toward providing our students a world-class education. David Johnstone Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.